

The Use of Writing Peer-feedback

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Abstrak

Belakangan ini banyak penelitian yang dilakukan terkait umpan balik. Sebagian besar hasil menemukan bahwa umpan balik antar teman sejawat memiliki banyak manfaat bagi siswa atau bahkan guru. Sebagai contoh, penelitian yang dilakukan oleh Herdhono pada tahun 2015 dan Trisnawati pada tahun 2009 menemukan bahwa umpan balik antar teman sejawat dapat meningkatkan kemampuan menulis siswa. Hasil penelitian menunjukkan bahwa ini merupakan cara yang efektif untuk mengurangi kesalahan dan kekeliruan siswa karena hal tersebut dapat membantu siswa mengingat kesalahan dan kekeliruannya serta untuk mengingat yang benar karena teman sebayanya yang memberikan koreksi. Oleh karena itu, tujuan dari penelitian ini adalah untuk memverifikasi manfaat dari umpan balik tertulis, penting untuk meninjau kembali teknik umpan balik sebagai cara untuk meningkatkan kemampuan menulis siswa. Jika teknik umpan balik baik untuk siswa dalam proses pembelajaran, apakah sebagian besar guru menggunakannya untuk siswa?

Penelitian ini menggunakan penelitian survei sebagai desain penelitian. Subjek penelitian ini adalah siswa kelas tiga dan lima guru SMA Negeri 15 Surabaya. Peneliti menggunakan validitas isi yang artinya setiap pertanyaan pada kuisioner merepresentasikan setiap elemen yang berhubungan dengan pertanyaan penelitian. Kunjungan lapangan telah dilakukan untuk menghindari manipulasi data. Setelah mendapatkan data, peneliti menganalisa data tersebut dengan mendeskripsikan informasi dari kuesioner.

Temuan telah menunjukkan bahwa keberadaan umpan balik ditemukan berpusat pada guru di mana guru sepenuhnya membimbing siswa untuk menulis umpan balik. Alasan guru memutuskan untuk menggunakan umpan balik tertulis sebenarnya adalah untuk memberikan kesempatan kepada siswa agar dapat meningkatkan kualitas tulisannya. Para siswa mengklaim bahwa aspek tanda baca dan ejaan adalah hal yang paling mudah untuk diberikan pada umpan balik. Sebaliknya, aspek vocabulary tidak menjadi minat utama mereka dalam memberikan umpan balik secara tertulis. Sehingga guru belum sepenuhnya bisa membiarkan siswanya mengerjakan sendiri.

Kata Kunci: *Guru, umpan balik teman sejawat, menulis*

Abstract

Recently, there are many studies conducted about peer-feedback. Most result found that peer-feedback has many benefits for the students or even for the teacher. For example, the study conducted by Herdhono in 2015 and Trisnawati in 2009 found that peer feedback can improve the students writing ability. The results of studies show that it is an effective way to reduce errors and mistakes of the students because it helps students to remember their errors and mistakes and to remember the correct ones since their peers provide the correction. Therefore, the purpose of this research was to verify the advantages of written peer-feedback, it is important to revisit peer-feedback technique as the way to improve the students' writing ability. If peer-feedback technique is good for students in the learning process, do most of teachers use it for the students?

This research used survey research as the research design. The subject for this research was the third graders and five teachers of SMA Negeri 15 Surabaya. The researcher used content validity which means every question on the questionnaire represented every single element related to the research question. Site visit had been conducted to avoid data manipulation. After getting the data, the researcher analyzed the data by describing the information from the questionnaire.

The findings have shown that the existence of Peer-Feedback is found to be teacher centered in which the teacher fully guided the students to write Peer-Feedback. The reasons why the teacher decides to use written Peer-Feedback is that actually to the give opportunity for the students opportunity in order to make better the quality of their writing. The

students claimed the aspect of punctuation and spelling are the easiest one to give Peer-Feedback on. In otherwise, the aspect of vocabulary did not become their main interest in giving written Peer-Feedback. So that, the teacher was not fully able to let the students do the job by themselves.

Keywords: *Teacher, Peer-feedback, Writing*

INTRODUCTIONS

Feedback is a process of giving corrections or suggestions to the students' performances. (Harmer, 2007) Stated that feedback is an activity that does not only correct the students' mistake but also assessing how well they have done in the teaching learning process. When feedback is delivered, students will know the mistakes that they have done in learning process. When they make mistakes, they are able to correct it immediately. However, it will be difficult for the teacher to give feedback for each student because there is only one teacher in a classroom.

One of feedbacks that can be implemented is written peer-feedback. Written peerfeedback is the use of knowledge which is used by the students working in pairs to discuss or negotiate the meaning of the compositions by giving necessary notes for revision (Hansen & Liu, 2005; Lundstrom & Baker, 2009). Thus, by giving feedback to their pairs, the students will be involved in the process of writing directly and it will make them understand and remember what they discuss easily rather than listening to explanation of the teachers.

Written peerfeedback is beneficial for improving writing ability of the students. as stated by (Ferris, 1995) students can be more confidence to develop their critical thinking as a result of correcting text of their pair. In addition, by doing written peer-feedback, the students will obtain maximum influences from the feedback given by both of pairs and the teachers than only feedback from the teachers. Indeed written peer feedback is an alternative strategy that has some advantages in improving students writing ability and makes the students more active in the classroom (Hyland, 2000; Rollinson, P, 2005).

Peerfeedback provides both the writer and the reader a record for later consideration comprising text structure, language features, and social function of the text. Moreover, peer-feedback helps students understand the strenght and the weakness of their writing and improve their writing ability (Cai, 2011). In addition, the students will feel more comfortable to ask and share what they do not know or understand

about the composition to their pairs than directly to the teacher.

Many studies, (Herdhono, 2015; Trisnawati, 2009), found that peer feedback can improve the students writing ability. The results of studies show that it is an effective way to reduce errors and mistakes of the students because it helps students to remember their errors and mistakes and to remember the correct ones since their peers provide the correction.

To verify the advantages of written peerfeedback, it is important to revisit peer-feedback technique as the way to improve the students' writing ability. If peer-feedback technique is good for students in the learning process, do most of teachers use it? Thus, the researcher postulates research questions:

1. Do teachers apply peer-feedback in writing process?
2. Why do the teachers instruct the student to give peer-feedback?
3. How do the students give peer feedback?
4. How does the teacher train students to give peer-feedback?

RESEARCH METHOD

Based on the research questions and the purpose of this study, the researcher used survey research as the research design. According to Isaac & Michael (1997), survey based research is a method of descriptive research used to answer questions that have been raised, to solve problems that have been posed or observed, to assess needs and set goals, to determine whether or not specific objectives have been met, to establish baselines against which future comparisons can be made, to analyze trends across time, and generally, to describe what exists, in what amount, and in what context.

This present study works with one of senior high schools in Surabaya, East Java. The subjects of this study was the third graders and five English teachers of SMA Negeri 15 Surabaya who teach English since the aim of the study is to find out whether teachers

implement peer-feedback technique in improving the students writing ability or not. The reasons of choosing this school was because this school is one of favorite school in Surabaya. To answer all of the research questions, the researcher used content validity which means every question on the questionnaire represented every single element related to the research question. Site visit had been conducted to avoid data manipulation.

RESULTS AND DISCUSSIONS

This part presents the results to the four research questions. The first result is the presence of students' written peer-feedback. The second result is the reasons that make the teachers apply written peer-feedback for the students. The third result is the aspect given by the students in giving written peer-feedback. The forth result is the teacher guidance in giving written peer-feedback for the students.

THE PRESENCE OF STUDENTS' PEER- FEEDBACK

The statements on teachers' questionnaires show that the teachers in SMA Negeri 15 Surabaya utilize written peer-feedback in enhancing students' ability in writing. The questionnaire was given to five English teachers in that school. In this case, five statements show the presence of written peer-feedback from the teachers' questionnaire. The first is that the teacher always asks the students to give peer-feedback. The second is the students give written peer-feedback without teacher's command. The third is the students only give written peer-feedback when the teacher asks them. The forth is the teacher able to control the process done by the students in doing written peer-feedback. The fifth is the teacher gives rubric assessments'. The figures below are the results of teachers' questionnaire that showed the evidence.

- Statement 4 (teacher able to control the process done by the students in doing written peer-feedback)

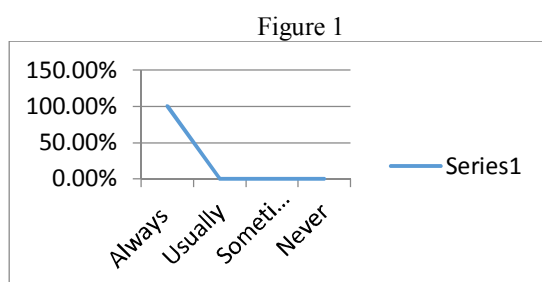
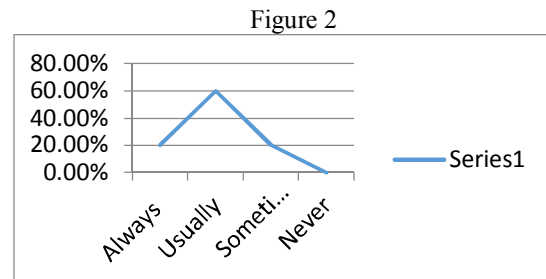


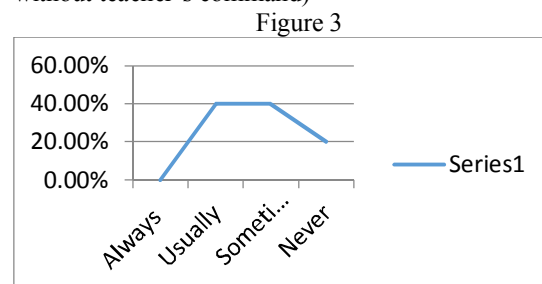
Figure 1 shows 100% teachers claimed that they are able to control the process of written peer-feedback done by the students. It means that peer feedback is still 100% teacher centered where the teachers still dominate the activity in the class

- Statement 3 (the students only give written peer-feedback when the teacher asks them)



The result of figure 2 shows the most chosen option for statement 3 is usually (60%). From the figure we can know that almost every student usually gives peer-feedback when the teachers' ask them. It means that the students are usually still depends on the teachers' command.

- Statement 2 (the students give written peer-feedback without teacher's command)



The result of figure 3 shows 20% teachers claimed that students never give written peer-feedback without the teachers' command. On the other hand, none of the teacher claimed that their students always give peer-feedback without the teachers' command.

According to the questionnaire results above, statement 4 shows the teachers still dominate peer-feedback activity. Moreover it is supported by statement 3 that almost every student only gives written peer-feedback when the teachers enquire them. It is also sustained by statement 2 that the students never give written peer-feedback without the teachers' order.

Here, after looking at the result of the research, there are two main points that need to be highlighted. The first one is about the definition of feedback itself.

Feedback can be defined as responding and correcting.(Harmer, 2007). In line with that; in this scenario, what and how the teacher reacted to the process of the students doing peer-feedback were considered to be the responds while the comments that the teacher gave to the students on how they did the written peer-feedback.

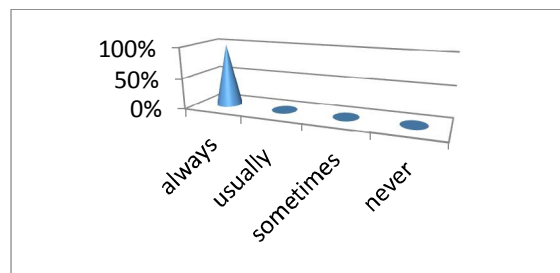
The second one is that apparently feedback is more than just the process of mistakes' correction. Feedback is an activity that does not only correct the students' mistake but also assessing how well they have done in the teaching learning process (Harmer, 2007). Here, the teacher is the key of the successfulness from the implementation of peer-feedback. Since the result showed that teachers controlled the whole process of writing peer-feedback done by the students, it completely showed that the teacher dominated the activity in the class. This kind of situation is totally normal because the teacher wants to assess the students' ability to correct mistakes when it comes to writing skill. Here, the teacher was found to take over the class because the students had to understand what to do and how to do writing peer-feedback.

THE REASONS THAT MAKE THE TEACHERS APPLY WRITTEN PEER-FEEDBACK FOR THE STUDENTS

The statements on teachers' questionnaires show that the teachers in SMA Negeri 15 Surabaya apply the benefits of giving peer-feedback on students' writing. There are 10 statements on the teachers' questionnaire. The first is teachers give students opportunity to do written peer-feedback because it can increase the quality of students' writing. The second is teachers can control students in the process of students' writing peer-feedback. The third is the students can give written peer-feedback. The fourth is students give comments or suggestions to their peer in giving written peer-feedback. The fifth, sixth, seventh, eighth, and ninth is students able to give written peer-feedback in grammar, spelling, vocabulary, punctuation, and content aspects. The tenth is written peer-feedback waste time. The figures below are the results of teachers' questionnaire that showed the evidence.

- Statement 3 (the students can give written peer-feedback)

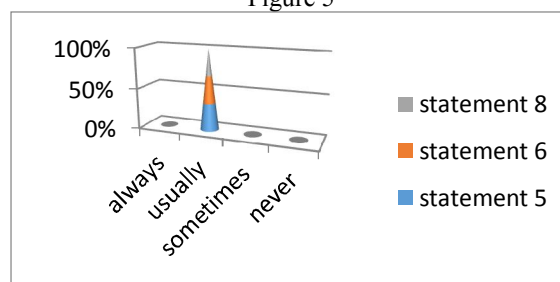
Figure 4



The results of figure 4 shows 100% teachers claimed that students are always able to do written peer-feedback.

- Statements 5, 6, 8 (students able to give written peer-feedback in grammar, spelling, and punctuation)

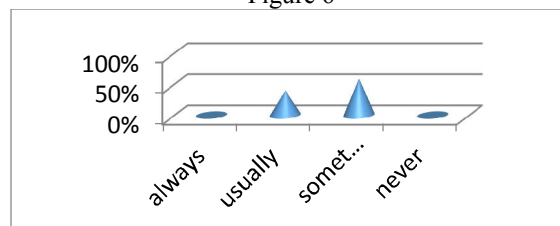
Figure 5



The results of figure 5 shows 100% teachers believe that usually the students are able to give written peer-feedback in grammar, spelling and punctuation.

- Statement 9 (students able to give written peer-feedback in content aspects)

Figure 6



The results of figure 6 show that the most chosen option for statement 9 is "sometimes" (60%) rather than "usually" which is 40%. Moreover, we can see that none of the teacher chose "never" which means that the students are still able to give written peer-feedback in content aspect.

According to the questionnaire results above, statement 3 shows students are able to do written peer-feedback. Moreover, by doing written peer-feedback students can increase their grammar, spelling and also their punctuation. It can be seen from the statement 5, statement 6 and also statement 8 that every students can do peer feedback based on the grammar, spelling and also the punctuation as well.

Now, by referring to result of the research above, there are some reasons why it is needed to implement peer-feedback in classroom. First of all it helps to develop students' critical thinking (Yang et al., 2006). By implementing peer-feedback in a classroom, the students are going to start questioning how far their language proficiency is. In that case, they are having the chance to see whether they are able to detect and correct their friends' mistakes or not and also knowing the reason why it is considered as mistakes. Here the teacher confirmed that students are able to give written peer-feedback in grammar, spelling, and punctuation. It means that the students are starting to understand better of what grammar, spelling, and punctuation are. Although they found some difficulties and had to struggle with it, it was worth it for them.

Second of all, it helps to develop the students becoming autonomy learners (Yang et al., 2006). Since the teacher was assigned the students to give peer-feedback, it turned out that that the teacher wanted the students to be more of independent learners. Surprisingly, the students were able to start doing this. That is why the teacher confirmed that most of the students were able to do peer-feedback. However, it does not necessarily mean that all things that the students did were correct during the implementation of peer-feedback. Here, they found some problems that they definitely needed the teacher to help them out which will be explained later. That is why the presence of the teacher is really important in this case as it has been explained before.

Last but not least, it helps to develop social interaction among students (Yang et al., 2006). Giving feedback is more just than correcting mistakes as it has been explained before. However, based on the result of the study here the teacher still had to be the first one who started it all. It happened that because the teacher chose to implement peer-feedback in the classroom. Of course, the teacher had to initiate the students to prepare themselves before giving peer-feedback. From this initiation, the students were learning how to be more connected with their friends.

THE ASPECTS GIVEN BY THE STUDENTS IN WRITING PEER-FEEDBACK

In this part, it is revealed that there are some main aspects in which becomes the students' center of attention give peer-feedback. First of all, punctuation was found out to be the easiest aspect that the students were able to handle. In line with that, ideally the writing can be assess through several aspects of writing and those are: content, organization, language use, and punctuation.(Jacobs, 1981). Among those aspects, most of the students admitted when they had to correct their friends' work, they did not find any

difficulty since it is easy to understand. They knew what to do with that so the result was not so surprising if the students are okay to correct their friends' mistakes when it comes to the use of punctuation.

Second of all, the students also confirmed that the aspect of spelling was ranked at the second place of easiest writing's aspect to handle. Compared to the aspect of punctuation, this one caused a bit of confusion among the students. They admitted that although they already know the words and how they sound, it was found that writing made them a bit confused because they did not how to spell it. However, they did such an amazing job to detect and find their friends' mistakes on this aspect. Therefore, it took longer time for them to deal with mistakes on spelling. Here, the students frequently asked the teacher whether they did right or wrong just to make sure that they had already mastered the aspect of spelling. Therefore, it proves that in this case the teacher cannot simply abandon the students.

Third of all, before going to the most difficult aspect to handle based on students' statements, here grammar and vocabulary were ranked at the second place by the students. These two aspects cause a lot more confusing than the previous one. The students struggled a lot to get through these aspects. They confirmed that they find it difficult to decide whether the use of both of them were correct or not in their friends' writing. More than half of the students found some problems when they had to deal with these two. The students explained that they had no idea what to correct because they even did not know the right grammar of appropriate vocabulary as the parameter to deal with the mistakes. Some of the students found out that these two were okay for them. It is obvious to say that these students are above the average. Since they did not face similar problems as the others struggled with it.

Fourth of all, organization and content had been ranked as the most difficult. The students considered these two to be the most difficult because of some reasons. It was said that they did not know how to detect whether their friends' writings met the criteria of being logical and correlate from one paragraph to another one. For them, the aspect of organization made them stuck because they could not find something wrong with their friends' writing. However, there were still some of the students who were actually good at this aspect. Here, it shows that their language proficiency is sufficient to handle such things. The aspect of content was found to be the hardest one to deal with because the students had to get the idea or the theme behind their friends' writing. They were asked to get the point of the writing and link it to the paragraphs and see whether one paragraph making a

good coherence to another. Surprisingly, only few students were able to correct their friends' mistakes within this aspect. To sum up, peer-feedback helps students understand the strength and the weakness of their writing and improve their writing ability (Cai, 2011).

THE TEACHER'S GUIDANCE IN GIVING PEER-FEEDBACK

The issue of guiding the students in giving peer-feedback has come to some important points. First of all, based on the data acquired, the teacher fully controlled the students because of some reasons. The issue of having irrelevant content made the teacher realize that actually giving students the time to correct their friends' work was actually helping a lot. It made the teacher's job easier. Here, some students might come up with lots of ideas. In that case some of them were having trouble to make it work. Once they started to write something, it would get messy if there was not any guidance there. In this scenario, of course the teacher let all the students to do their job writing something. After they did it, it was the time to instruct the students to give peer-feedback. Sometimes, it could go wrong if the teacher just let them do whatever they wanted to do. As a result, the outcome of this research was dominated by the statement that the teacher was still taking over job in the process of giving peer-feedback. This phenomenon therefore is not considered to be something negative but it turns out to be something that if it is done gradually intensive, the outcome will satisfy both teacher and the students.

Second of all, the purpose of having fully controlled activity due to the implementation of giving Peer-Feedback was to of course correct of the students' mistakes. This is actually in line with what Nation (2009) has spoken about the so called teacher feedback. It is said that teacher feedback is known as one of the ways in organizing feedback when the teacher gives comments on the students' work. The form of feedback or response can be oral or written or the combination of both. It helps the students recognize their weaknesses on writing task and evaluate it based on the teachers' response. In accordance with that explanation, it is clear that here teacher's guidance was found in the form of teacher feedback. Referring to the result of the research, the teacher gave such feedback to the students whether they had succeeded or not to give peer-feedback. Here, the percentage whether the students were able to give peer-feedback or not, it is depending the feedback that they get from the teacher. By giving this kind of feedback, it helps a lot to measure and at the same time to strengthen students' in giving peer-feedback.

CONCLUSION

In this section, the researcher is able to draw several conclusions in which it links to the use of Peer-Feedback. Based on the outcome of the research, it is concluded that, first, the existence of Peer-Feedback is found to be teacher centered in which the teacher fully guided the students to write Peer-Feedback. It also means that the teacher took full control of giving written Peer-Back. It is also found that some of the students clarified that they gave written peer-feedback under a condition; it is when the teacher required them to do so. Moreover, the others students claimed that they could never give written Peer-Feedback without the order or command from the teacher. Thus, the existence of teacher here is undeniably important for the students because if something went wrong, the teacher could handle it. Second, the reasons why the teacher decides to use written Peer-Feedback is that actually to the give opportunity for the students opportunity in order to make better the quality of their writing. In that case, the students are given space to express whatever they feel about their peer's writing. Although they were given freedom to give written Peer-Feedback, the teacher still limited their action by giving the aspects of writing that they could give Peer-Feedback on. Furthermore, by applying written Peer-Feedback, the teacher is able to easily control the process of students' writing. Here, it gives the teacher ability to train the students on how to give comments or suggestions to their peer related to their writing. The freedom that teacher meant is that the students were expected to give their thoughts on their peer writing in terms or how they feel about the writing and how they want the writing to be fixed in some parts. Third, the aspect that the students give most attention in writing Peer-Feedback is punctuation. It happened so because this aspect is the easiest one to give Peer-Feedback on. They claimed that it took no time to understand the instruction from teacher if they could give correction on this aspect. However, some of them said that the aspect of spelling became their attention but not as much as their concerns toward the aspect of punctuation. They felt that spelling is confusing sometimes in which it cause the need of dictionary or the teacher to help them out. In addition, the rest of the students claimed that the aspect of vocabulary did not become their main interest in giving written Peer-Feedback. They admitted that this aspect became their lack of knowledge. They claimed that their vocabulary was not yet improved so far. Thus, most of the students preferred to give written Peer-Feedback on two aspects which were punctuation and spelling. Fourth, teachers' guidance in giving peer feedback is found to be dominating the process of giving Peer-Feedback. Here, the teacher was not fully able to let the students do the job by themselves. This actually is an example

of good realization that the teacher showed. Here, the teacher had the concern that everything will go wrong if he or she does not there for the students which is true. It happened that way because giving written Peer-Feedback might be something new for the students. Thus, it is normal to see the domination of the teacher during the process of giving this type of feedback at first.

SUGGESTION

Based on the result of the research, the researcher decides to give several suggestions for English teachers, basically the teacher is there to provide anything that the students need to know. It means that the teacher could do three stages in training the students to give written Peer-Feedback. To begin with, at the first stage the teacher should completely guide the students in doing correction toward their peer's writing. Here, the teacher should explain every single detail so that there is no confusion left within the students' mind. The teacher has to be able to accommodate any possibility that might happen, like the inability of the students to give comments or suggestion towards their peer's writing. After that, the second stage is that the teacher starts to open up space and gives opportunity to do their job on giving written Peer-Feedback where the teacher monitors everything they do. It also means that if some mistakes happen, the teacher can directly handle it. Moreover, the last stage is when the teacher is no longer needed. It means that the students are assumed to be independently capable in giving written Peer-Feedback. In that case, the teacher's guidance is actually becoming optional, so only if it is needed; the teacher can give a hand for the students who need it. For Further Researcher, here, there are still a lot of possibilities for the up-coming researchers to do similar study. First of all, since this study is exclusively giving attention to verify whether or not written Peer-Feedback is used by teachers especially during the learning process. Second of all, it is possible for the future researchers to replicate this study on different level of education. It will also be interesting to focus different skill of English, like speaking or even reading. Last but not least, the future can also look at the perspective from both students and the teacher in the deeper level related to the kind of feedback given.

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